

Texas General Academic Institutions: Increasing Successful Community College Transfer

**A Report to the Texas Legislature per Senate Bill 1,
87th Regular Session Texas Legislature**

Fall 2021

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Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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(Available at: <https://reportcenter.highered.texas.gov/cctransferreportfall2021appendices>)

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Executive Summary

Legislative Directive

The General Appropriations Act, Senate Bill 1, Article III-274, Section 47, 87th Texas Legislature, Regular Session, for the 2022-23 biennium directs the Texas Higher Education Coordinating Board (THECB) to submit an annual report that presents the Texas public general academic institutions (GAI)/public universities goals and practices to improve the transfer experience. The annual report describes current public universities efforts to increase the number, success, and persistence of Texas community college transfer students. The report provides data for two populations: community college transfer students and students who started at a public university as freshman and continued to graduation. The THECB also provides recommendations to further the continued improvement of Texas students' transfer experiences. The report is submitted to the Governor's Office, Senate Finance Committee, House Appropriations Committee, and the Legislative Budget Board on November 1.

Methodology

The legislative directive requires public universities to provide information about institutional transfer goals and practices to the THECB on an annual basis. Texas' 37 public universities complete a detailed survey that shows new approaches and emerging efforts related to improving the transfer experience. A copy of the survey is included in Appendix C, and the complete responses received from each university are included in Appendix D. This report provides a snapshot of the public universities' outreach efforts, strategies, and enrollment patterns for students new to higher education and those transitioning from the community colleges. New university freshmen, first-time in college undergraduates (FTU), and community college transfer students represent different proportions of the fall 2020 new student populations at the universities. The report uses applicant and enrollment data to provide insights into patterns of behavior and the different population densities at the institutional and statewide level.

In addition to the applicant/enrollment data and survey responses, THECB staff analyzed universities' performance using a cohort study. The performance data includes completion rates and time to degree for the students who started and continued their enrollment at the university and community college students who transferred to the public university to continue their higher education. As in previous reports, a cohort of university start and stay students (S&S) and community college transfer students classified as juniors is tracked for a specific period. This report includes data about the junior cohort of students both S&S and community college transfers from fall 2016 through spring 2020.

Findings

Survey Responses. The analysis of the survey responses is summarized and provides an overview of efforts and strategies in place at Texas public universities to improve transfer for community college students. More than half of the public universities have goals specific to community college transfer students. For the remaining universities, community college students are not tracked separately from other transfer or freshman students.

Due to the COVID-19 pandemic most recruitment events for 2020 were held virtually. Texas public university recruitment on community college campuses remains the most frequently implemented outreach effort, but these largely transitions to virtual events. All public universities reported participating in transfer fairs organized by community colleges. In addition, all but two public universities made regular publicized recruiter visits/presentations and scheduled individual meetings with potential transfer students. Another strategy public universities implemented is to occupy office space with a permanent recruiter on a community college campus. While physical proximity to students was more restricted, more than one-third of the public universities reported having a permanent presence on a community college campus.

Public universities are present on community college campuses to recruit, academically advise, and guide community college students through the transfer process.

Institutions have many articulation agreements, but also question how well the agreements address issues and challenges related to transfer.

Texas public universities also work with community college faculty and administrators to develop clear transfer pathways for community college students. Public universities report being partners in many articulation agreements (1,478 academic and 526 workforce). However, there is a common recognition that the development and maintenance of these agreements pose challenges. Some universities expressed doubt about the efficacy of multiple agreements.

Orientation experiences acclimate transfer students to their new institutions and were utilized at most public universities, with 92% offering transfer orientation and many continuing to add to the number of activities and kinds of services introduced to transfer students. Orientations and events were moved to a virtual platform to accommodate the restrictions required to respond to the COVID-19 pandemic. Academic advising is often one of the services provided during orientation, although it occurs at other times, too. Most (95%) universities require new transfer students to receive advising. Universities also report training advisors to develop expertise for assisting transfer students. At orientation transfer students learn about student support programs, like tutoring, mental health counseling, learning communities, and student success offices. Most universities use a variety of programs to support students and promote their academic success. However, most programs are available to all students and are not designed specifically for transfer students.

Public universities reported widespread faculty awareness of the state's mandated 42 semester credit hours of general education courses, the Texas Core Curriculum (TCC). Faculty awareness is far lower for the new statewide initiative of the Texas Transfer Framework and Texas Transfer Advisory Committee work for development of Field of Study Curriculum (FOSC). This lack of awareness may reflect the newness of the initiative and the lack of opportunity for in person meetings due to the pandemic. Additionally, faculty awareness was also perceived as limited for the course alignment efforts of the Lower-Division Academic Course Guide Manual (ACGM).

All universities participate in the Texas Common Course Numbering System (TCCNS). Some universities adopt the common numbers for some of their lower-division courses, while the remaining universities provide a crosswalk or provide the common number beside the institutional number to identify courses in the TCCNS.

All public universities participate in the TCCNS, but not all lower-division courses offered by universities are in the TCCNS.

Public universities responses indicated barriers to transfer included advising, academic planning, and courses that were not applicable to the major. Among the top-ranked barriers, only one was unrelated to advising and academic planning – lack of financial aid for transfer students.

Public Universities expressed a need to ensure that community college students who intend to transfer receive student-centric academic advising and planning.

Performance Data. The analysis of the enrollment and performance data from reports submitted routinely by institutions is organized to provide information about enrollments patterns, the rate at which students graduate, and how long it takes them to earn their bachelor’s degrees at universities. Universities processed more applications for first-time-

in-college students (179,944) than community college transfer students (31,282) in fall 2020. However, the percentage of community college transfer students that were accepted and enrolled was greater, at 76%, compared with 54% for new freshmen at universities.

Emerging Research Universities continue to be the top destination for community college transfer students, with 50.2% of the fall 2020 class of new community college transfer students enrolling at one of those eight institutions. Among the peer groups, the largest proportion of community college transfer students in the institutions’ new student populations is found at the universities designated as Master’s Institutions.

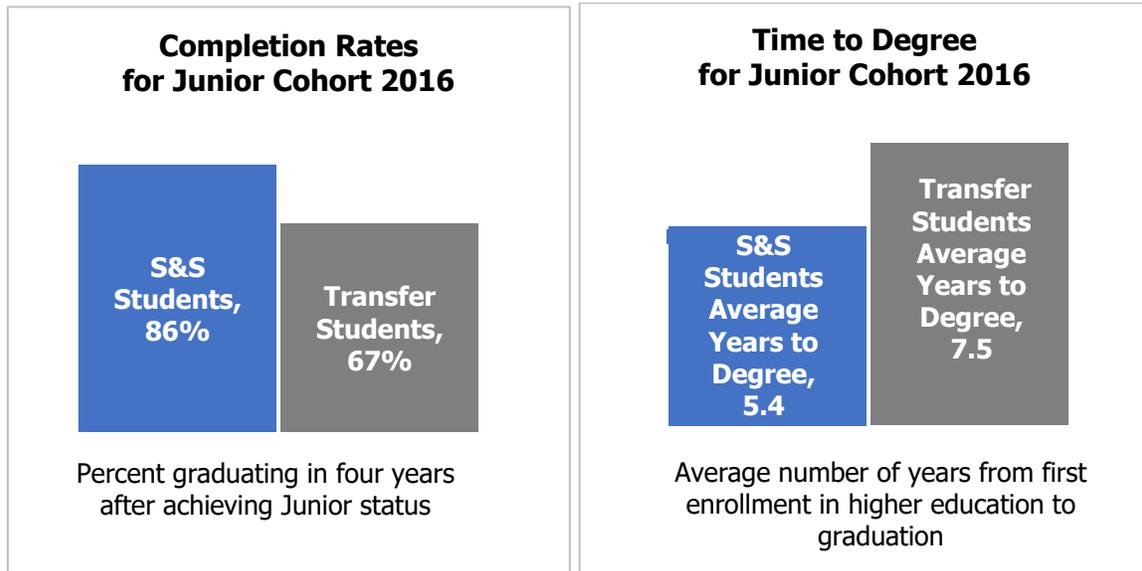
More than half the community college students transferring to a public university enrolled at one of the eight Emerging Research institutions:

***Texas State UT-El Paso
Texas Tech UT-San Antonio
UT-Arlington University of Houston
UT-Dallas University of North Texas***

In terms of performance data for universities, the statewide completion rate for community college transfer students in the junior cohort of the report study was 67%, compared with 86% for students who started and stayed to be classified as juniors the same semester as the community college students transferred to the university and classified as juniors.

The time to degree for community college transfer students in the junior cohort was 7.5 years, compared to 5.3 for native students. The time to degree for the two groups within the cohort is consistent with the time to degree of previous years.

Chart 1. Completion Rates and Time to Degree



Conclusion

Universities use many different programs and strategies to attract, advise, and graduate students including customized efforts for community college students. Statewide the THECB has launched initiatives to clarify and facilitate the transfer process. Even so, community college transfer students graduate with bachelor's degrees at a lower rate and take longer to do so than students who start and graduate from the same university. This difference between transfers and start and stay students has been confirmed each year of the study of the junior cohort selected from reported data.

Improving completion rates and reducing the difference in time to degree between S&S students and community college transfer students needs to be addressed through the combined efforts of both Texas public universities and community colleges. Texas public community colleges, universities, and students are engaged and participating in transfer processes differently with the passage of Senate Bill 25 (SB 25) by the 86th Texas Legislature. The 2019 omnibus transfer legislation included many changes to improve transfer, including:

- earlier degree planning,
- greater awareness of applicability of specific courses,
- clarification of degree requirements and the sequence of courses to complete a degree,
- better and more easily exchanged student information,
- expanded funding for dual credit courses, and
- another look at the core curriculum

Much has already been accomplished in meeting the mandates of SB 25. The introduction of the Texas Transfer Framework and the inaugural meeting of the new Texas Transfer Advisory Committee signal even more accomplishments and improvements to come.

Collaboration and commitment among institutions, and clarity in messages to students about degree completion are key elements to improve transfer moving forward.

Recommendations:

The THECB should continue to work closely with universities and community colleges to fully implement all requirements of Senate Bill 25 (86th Texas Legislature) and to develop transparent, student-centered academic pathways through the new Texas Transfer Framework.

While many aspects of SB 25 have been implemented, over the next 12 months, the THECB should work to ensure that the requirement for each institution of higher education to develop at least one recommended course sequence for each undergraduate certificate or degree program is fully implemented.

Given the importance of the new Texas Transfer Framework, the THECB should work diligently to revise the existing Field of Study Curricula (FOSC) into the new Texas Transfer Framework, with a goal of revising no fewer than 10 FOSC over the next 12-month period.

Institutions, both universities and community colleges, should commit to implementing requirements of SB 25 and the Texas Transfer Framework, including increasing awareness of these new transfer requirements with student, faculty, and staff and encouraging positive participation in these statewide transfer initiatives.

Introduction

Legislative Directive

The General Appropriations Act, Senate Bill 1, Article III-274, Section 47, 87th Texas Legislature, Regular Session, for the 2022-23 biennium directs the Texas Higher Education Coordinating Board (THECB) to submit an annual report that presents the Texas public universities' goals and practices to improve the transfer experience. The annual report describes current public university efforts to increase the number, success, and persistence of Texas community college transfer students. The report provides data for two populations: community college transfer students and students who entered the public universities as freshman. The THECB also presents recommendations to further improve the transfer experience. The report is submitted to the Governor's Office, Senate Finance Committee, House Appropriations Committee, and the Legislative Budget Board on November 1.

Methodology

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In addition to the applicant/enrollment data and survey responses, THECB staff analyzed universities' performance using a cohort study. The performance data includes completion rates and time to degree for the students who started and continued their enrollment at the university and community college transfer students. As in previous reports, a cohort of university start and stay students (S&S) and community college transfer students classified as juniors is tracked for a specific period. This report includes data about the junior cohort of students both S&S and transfers from fall 2016 through spring 2020.

Survey Responses. The public universities' survey responses provide information about institutional outreach efforts and services for transfer students. The survey solicited information about:

- goals for community college transfer student enrollment, retention, and graduation,
- articulation agreements,
- community college program enhancements,
- advising,
- website information,
- financial aid and scholarships,
- student success programs,
- degree program alignment, and

- participation and promotion of statewide initiatives aimed at smoothing and improving transfer for Texas students.

The survey also requested that institutions rank common barriers to transfer. THECB staff surveyed each Texas public university to understand institutional goals and document the following: 1) current practices serving community college transfer students, 2) barriers to student transfer, and 3) potential emerging issues. The survey responses from institutions are summarized and compared in the "Analysis and Observations – Survey" section

Application/Enrollment and Performance Data. The analysis of the data from reports submitted routinely by institutions is organized to provide information about enrollments, the rate at which students graduate, and how long it takes them to earn their bachelor's degrees at universities. Enrollment data includes the applications processed to student enrollment for fall 2020 at each institution.

The performance measures used in the report as part of the cohort study of S&S and community college transfers are "completion rates" and "time to degree." The completion rate refers to the rate at which students graduated with a bachelor's degree. Time to degree refers to the average time in years, number of semesters, and the accumulated attempted semester credit hours (SCH) students take to complete a bachelor's degree. Time to degree follows the student from first enrollment in higher education at a public university or community college to graduation with a bachelor's degree. Only graduates are included in the time-to-degree calculation.

The cohort study follows the performance, over time, of community college transfer students who reached junior-level status, based on the university's determination, at enrollment. The report also follows each university's S&S who are classified as juniors during the same semester as the transfers. The students included in the cohort are at the same point in their academic progress toward a bachelor's degree. While the data analysis for this report, which looks at the transfer of Texas students from public two-year colleges to public universities, is only a portion of the much broader spectrum of student mobility, it is useful for comparison of student achievement and the time it takes students to reach the same milestones in their academic careers.

The cohort study follows the junior students at public universities from fall 2016 to possible graduation spring 2020, the most recent certified data available at the time of writing the report. This allowed THECB staff to determine the completion rates and time to degree for four years from junior status to graduation. Performance data by institution compares S&S and community college transfers and are presented in this report's tables and in the "Institutional Profiles" section. Texas public universities' data are displayed according to their peer group in the Texas Higher Education Accountability System to allow for similar size, mission, and academic offerings.

Context and limitations. While this report has a limited scope per the legislative rider (two-year to four-year and upper division public institutions) and involves a cohort data analysis, the institutional survey responses provide evidence of the complex challenges and the many variables that influence the movement and success of students. Concurrent with the recruitment, advising, and enrollment of Texas community college transfer students, Texas public universities must address the needs of students seeking to transfer from other public and private universities, both in and out of state; students from out-of-state two-year colleges; and students with international transcripts and global educational experiences. Many of those other students have attended multiple institutions before applying to the Texas public universities that

may be their final destinations. Additionally, universities must advise their returning students, who may or may not return with transfer courses.

Some Texas public universities have unique circumstances, which limit their reported student data for analysis for transfer students studied. Two Texas public institutions are upper-division level only: Sul Ross University-Rio Grande College (Sul Ross-Rio Grande) and Texas A&M University-Central Texas (TAMU-Central Texas). These two institutions offer no point of comparison since all their students are transfer students.

Two Texas public institutions originally started as upper-division only institutions but received authority to expand into the lower-division during the last decade. These institutions are:

- Texas A&M University-San Antonio (TAMU-San Antonio), which admitted freshmen in 2016;
- University of Houston-Clear Lake (UH-Clear Lake), which admitted freshmen in 2014;

Data from these institutions may provide limited comparison because the number of students in their S&S cohort is small.

Analysis and Observations – Survey Responses

Institutional Goals for Community College Transfer Students’ Success

Institutional goals for enrollment, retention, and graduation of community college transfer students are not universal at universities and may relate to the broader categories into which students fall. Community college transfer students may stand out as a part of the larger group of first-time transfers only the first semester of their enrollment. Once community college transfer students return for the second semester, they fall into the larger category of “other undergraduates” along with the continuing freshmen, readmitted, and returning students.

When institutions make enrollment goals, there are many different student groups to consider. Resources will be distributed to achieve the goals based on the overall mission and priorities of the institution.

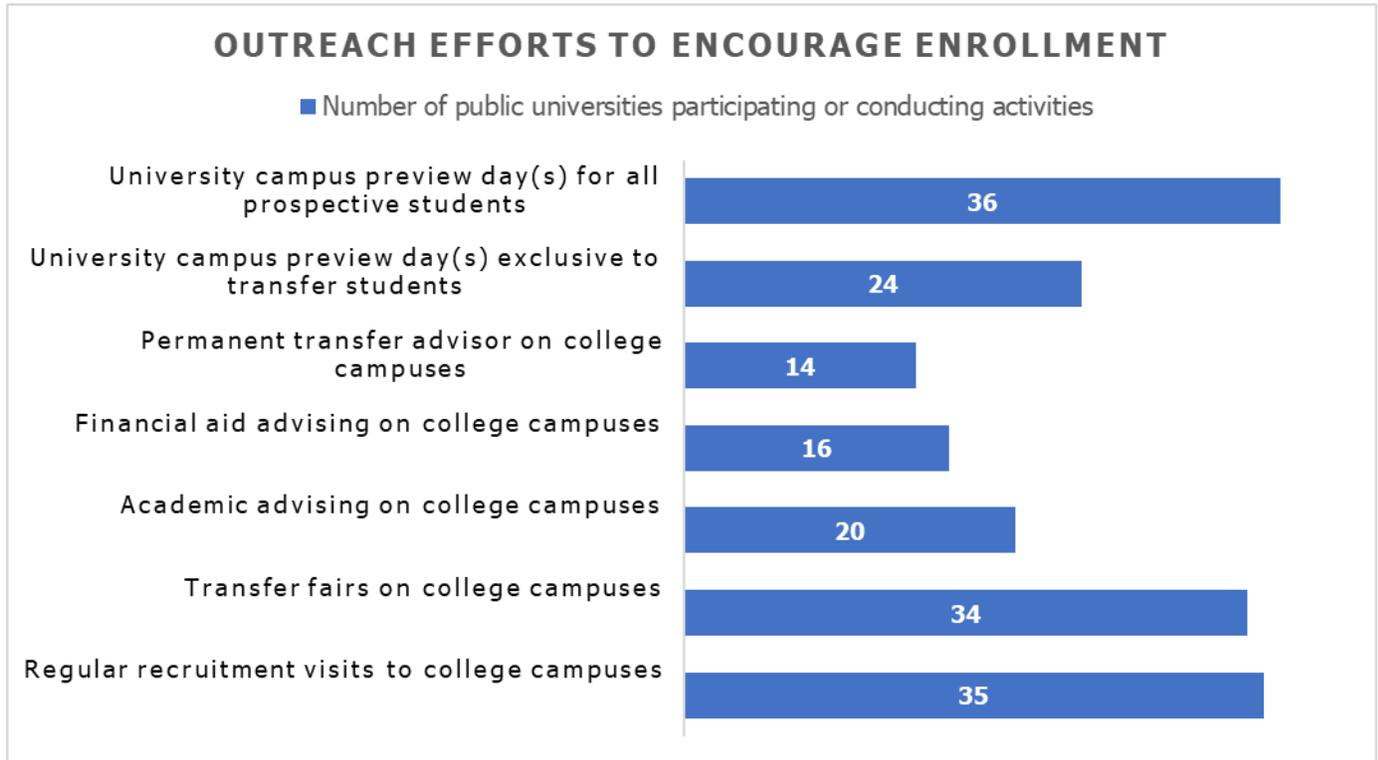
Most (70%) Texas public universities have recruitment goals in place that are specific to new community college transfer students. Additionally, 49% of responding institutions indicated they have retention goals (first semester to second semester), and 59% of institutions have completion goals (graduation) for community college transfer students.

Outreach Services for Transfer Students

The most basic and common outreach to community college transfer students to encourage enrollment is recruitment. All Texas public universities recruit on the campuses of community colleges. Recruiting may occur through a regularly scheduled visit of a university representative, transfer fairs, campus preview days, or through the placement of a permanent admissions/academic advisor on the community college campus. Marketing, budget considerations, and competition (other universities, public and private) drive recruitment

activities and their success. For some smaller, rural, or remote universities, recruiting involves making some more distant community college students aware of the university. Recruiters also communicate information about their universities’ facilities and campus resources, social life, extracurricular activities, and academic programs. This year because of the Coronavirus Pandemic most of these activities were conducted virtually.

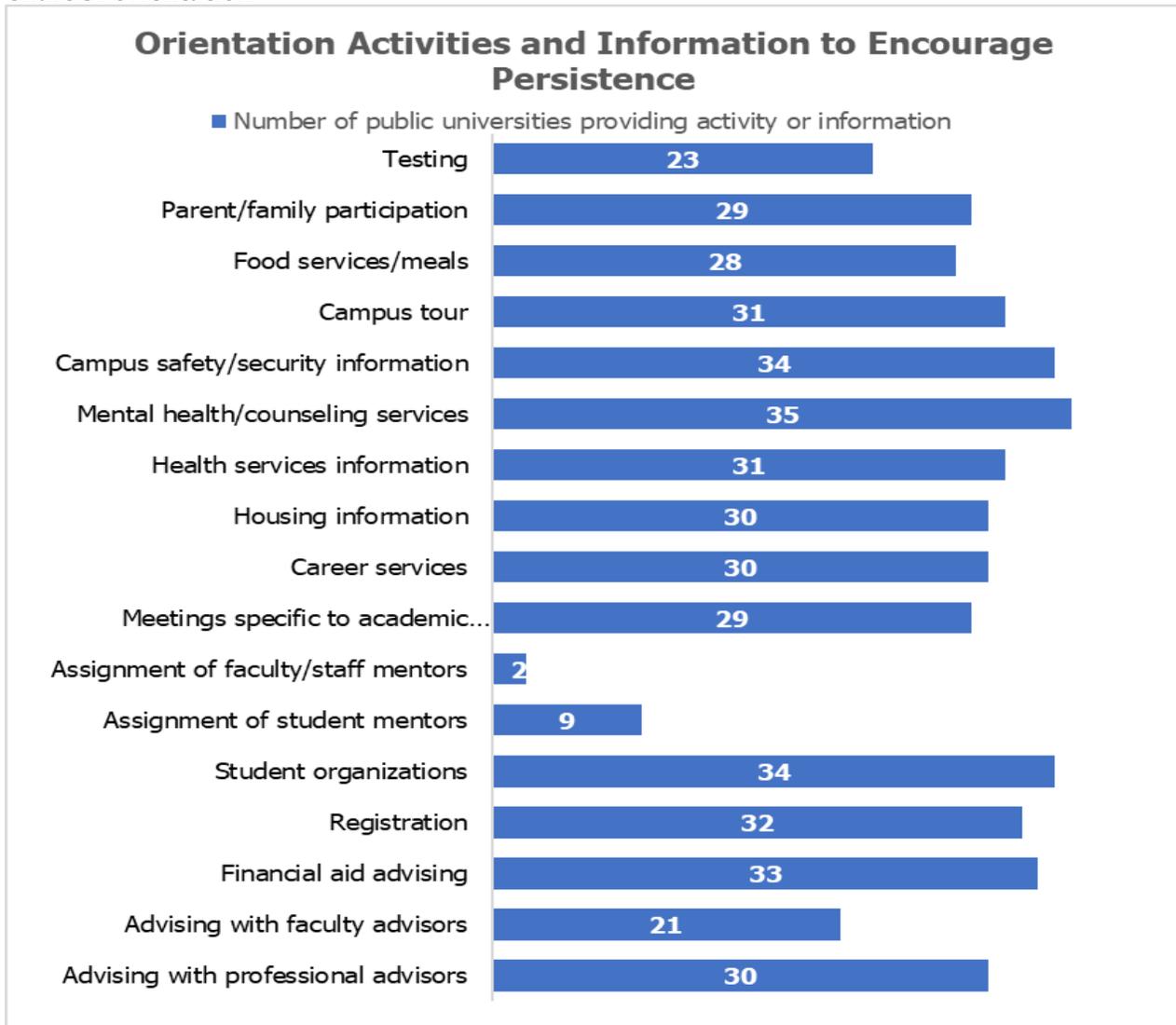
Chart 2. Outreach Efforts



Transfer Orientation to Encourage Persistence

Orientation introduces students to their new educational home and its services and opportunities. Thirty-four (92%) universities provide an orientation specifically for transfer students. Most institutions (65%) offering a transfer specific orientation require new students to attend. Three institutions provide orientation to FTU students and transfers at the same time.

Chart 3. Orientation



Advising Transfer Students

Advising is important for recruiting students to enroll and for encouraging persistence at the university. Texas public universities use multiple opportunities and means to advise transfer students. Personal advising that occurs before enrollment and while a student is still at the community college takes initiative on the part of the institution and the interested student. Once a student commits to enrollment at a university, the institution can be more aggressive with advising. Most universities (95%) require new transfer students to be advised. Because of the complexity, uniqueness, and amount of information to consider when advising transfer students, most universities (89%) provide training to advisors specific to the issues relevant to transfer students.

Universities' emphasis on advising may arise from concerns that are perceived as barriers to smooth transfer. Twenty-nine of the 37 (78%) universities surveyed identify students transferring with excessive hours as problematic. The second most frequently

identified barrier was students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring, with 22 (60%) universities identifying this as a problem. Also among identified barriers to smooth transfer were students receiving inadequate advising at the community college. Nineteen (51%) institutions identified inadequate advising.

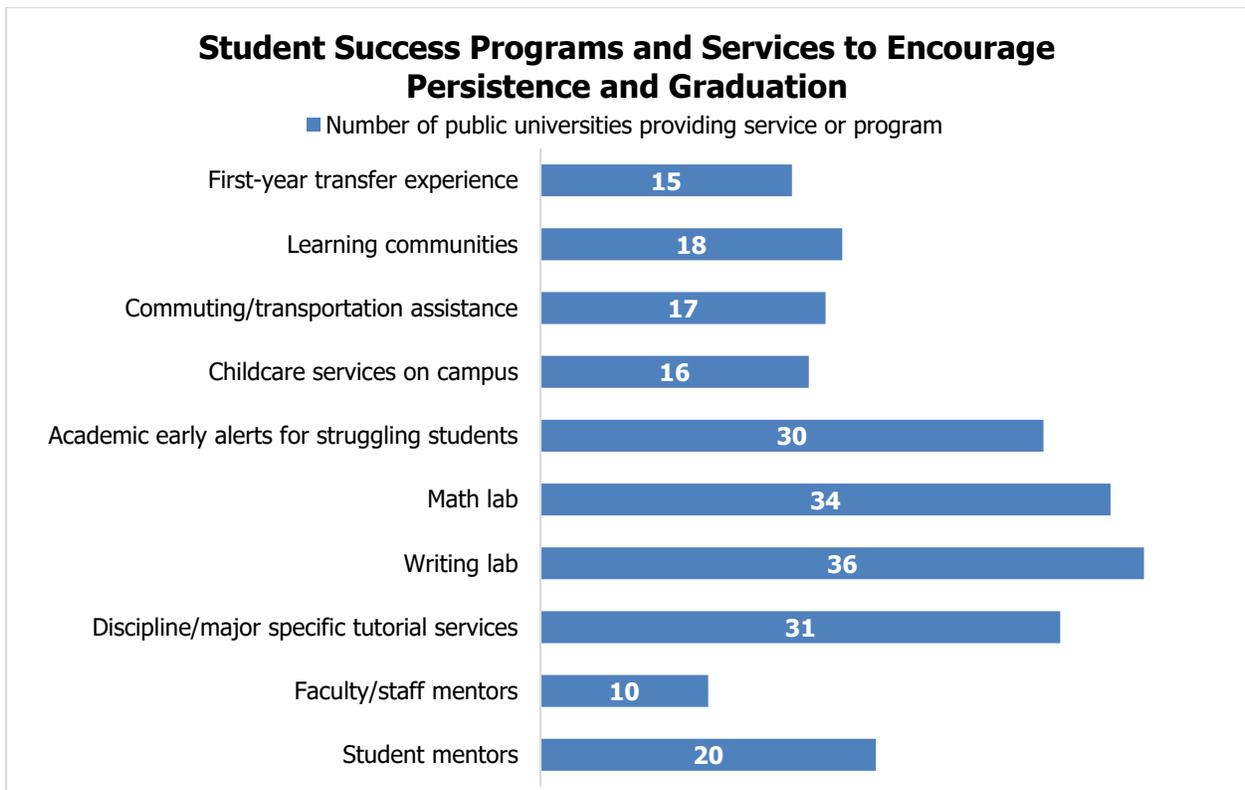
Universities reported that the barriers occurring before a student's admission and attendance at the university can complicate advising when students transfer. Excessive hours and courses not applicable to a degree plan present challenges when advising transfer students. Universities work to mitigate the negative consequences of these barriers through community college outreach advising and specialized training for their own advisors. Mitigation is good, but preventative solutions require more involvement than just the efforts of the universities. Students and community colleges must be proactive and realize that one-size does not fit all. The student's intended transfer destination must be a focus.

Transfer Student Success Programs

Texas public universities offer many programs to enhance and support the success of all students. Transfer students benefit from success programs and strategies used at most universities, and institutions often tailor these programs to meet specific challenges of transfer students.

Twenty-four (65%) universities reported adding new student success programs during the 2020-2021 academic year. Institutions reported offering peer mentoring, designating or increasing staff to focus on transfer students, targeting specific groups of transfer students (discipline, gender, first generation, suspended and/or at risk), and providing tutoring and advising online for the first time. Seven institutions changed and increased communication flow between offices, faculty, and students. Two increased scholarships and one institution reported opening a food pantry.

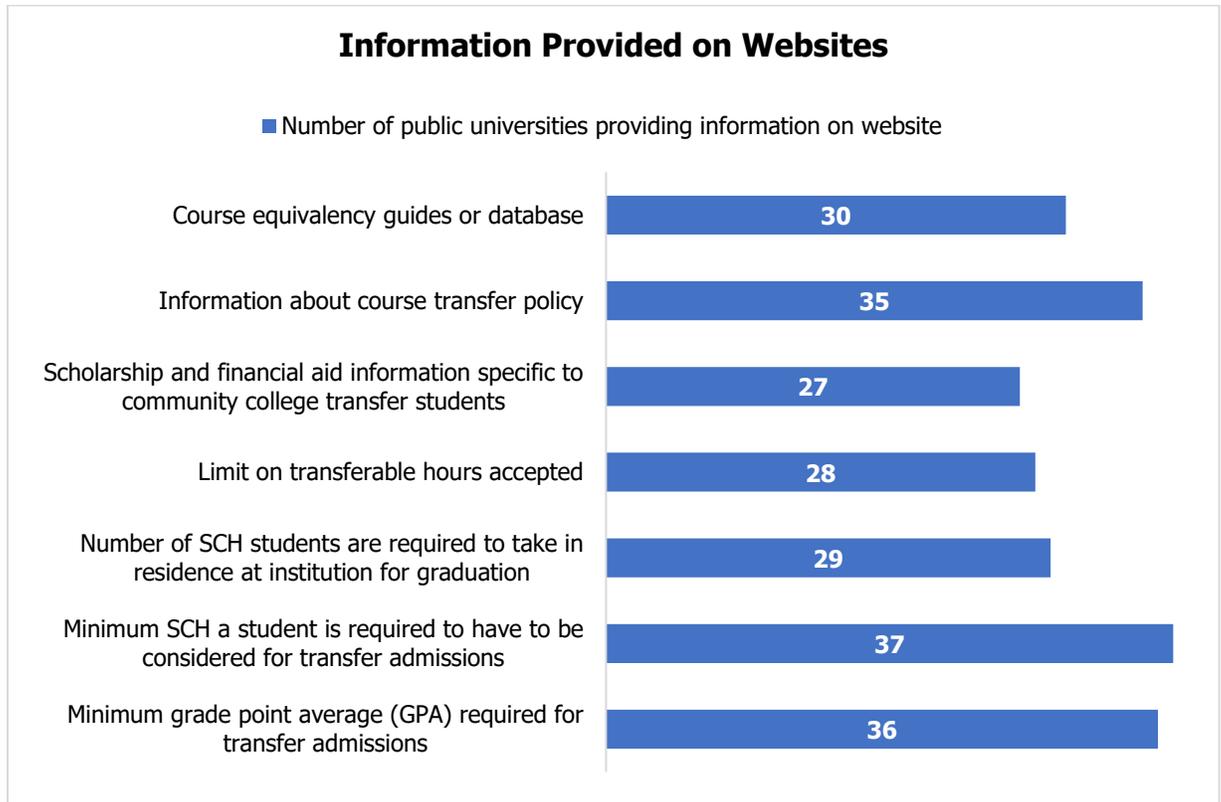
Chart 4. Student Success Programs



Websites

All Texas public universities have webpages with information tailored to address the needs of transfer students. Typical information found on the transfer webpages focuses on transfer credit and course transferability, transfer grade point average (GPA), and financial aid/scholarship opportunities. Requirements for admissions vary by institution and putting this information on websites is important to prospective students as they compare institutions.

Chart 5. Website Information



Targeted Financial Aid

For the 2020-2021 academic year, 29 (78%) universities reported offering institutional and/or departmental scholarships/grants designated exclusively for community college transfer students, and on average, 27% of their new community college transfer students were recipients of the targeted aid. This is beyond the conventional financial aid packages available for all eligible students. Eligibility for institutional and departmental scholarships may be based on need, but merit and academic record also may be considered. Sometimes scholarships are used to attract high-performing transfer students from community colleges. The percentage of transfer students who receive institutional or departmental scholarships and the amount of the awards varies widely among the public universities. Statewide, the award of targeted aid per student averaged \$2,220 per year and ranged from \$500 to \$8,840.

With current levels of targeted support, lack of financial aid (federal, state, and institutional) for transfer students continues to be one of the top-ranked barriers to transfer.

Articulation Agreements

Survey responses indicate 1,478 academic and 526 workforce (Associate of Applied Science to a Bachelor of Applied Arts and Sciences) articulation agreements are currently in effect among universities and community colleges, with new agreements initiated this year by 19 institutions. The reported number of articulation agreements in effect at each institution ranges from one to more than 400. The disparity among universities in the number and types of agreements reported indicates articulation agreements between Texas public universities and community colleges highlights the lack standardization.

Views about articulation agreements are disconnected and inconsistent. Some institutions suggest there are other instruments, such as degree guides, that accomplish the same purpose with less difficulty and better reliability.

To develop articulation agreements, community colleges and universities often engage in “vertical teaming.” Vertical teams, comprised of community college and university discipline-specific faculty, help students avoid learning gaps and accumulating excessive hours. Their intention is to level the preparation of students from community colleges with preparation of S&S university students in the same program. Twenty-six universities (70%) reported conducting vertical team meetings.

The survey asked Texas public universities to identify barriers to articulation agreements. Three of the 37 respondents provided no answer or indicated they were able to successfully mitigate most barriers. Most institutions (26 of the 37) identified a lack of resources to invest in the development and maintenance of articulation agreements as the most common barrier. This included the time commitment of faculty and staff to resolve the logistical challenges of identifying and coordinating the efforts of the appropriate stakeholders (faculty, enrollment management staff, administrators, advisors, etc.) at the university, along with identifying their counterparts at multiple community colleges. Two institutions cited legal review for the agreements as adding to the complexity. Others indicated that faculty and staff turnover could be disruptive to efforts.

Universities reported curriculum alignment as a barrier to creating articulation agreements because:

- Major requirements and core curriculum are not integrated at the community college.
- Study skills courses required in some community colleges’ core curriculum are not required in bachelor’s degrees at universities.
- Institutional and programmatic missions of the institutions differ, with technical programs not preparing students for academic baccalaureate degrees in the same field or discipline area.
- Nonstandard course titles used by community colleges can confuse students and advisors.
- There is a limit on the semester credit hours for bachelor’s degrees (120 SCH).
- Revising the agreement is necessary each time one of the partnering institutions makes curricular changes.
- Articulation agreements cannot guarantee institutional or program admission to students.

- Some degree programs are specialized with few common course requirements; and community colleges cannot efficiently offer preparatory courses that require specialized faculty.
- Changing and competing curriculum linkages are already in effect through statewide initiatives.
- Institutions assign different semester credit hour values to the same content courses. Examples are languages and lab sciences.

Universities reported location as a barrier to creating articulation agreements when:

- Geographic isolation and distance from the closest community college make development difficult.
- Community college transfer student population is made up of students from many community colleges not a single major feeder school.
- Community colleges prefer agreements with their primary transfer institutions rather than institutions that receive fewer of their transferring students.
- Large urban areas are home to multiple community colleges and universities that compete for the same students.

Articulation agreements are considered a means to smooth transfer. However, this conventional approach without standardization to clarify student and course transfer may not adequately address the complexity and specialized nature of academic planning, continuously evolving disciplines of study, and the increased mobility of students. With the variety of agreements, challenges of creating them, and the necessity of continual maintenance, assessing the collective success and value of articulation agreements is difficult, if not impossible.

Although touted as a means to smooth transfer, articulation agreements are often inadequate in addressing the challenges faced by institutions in the organizationally decentralized and diverse Texas higher education landscape.

Statewide Initiatives

The need for local vertical teaming efforts and multiple articulation agreements may be lessened by successful statewide initiatives to improve transfer. Considering the increased mobility of students, local customization of programs and courses may create unintended hindrances, which could be avoided by adjusting courses and curricula to be aligned with statewide initiatives.

TTAC and FOSC The creation of the Texas Transfer Advisory Committee (TTAC) and rules changes for the Texas Core Curriculum (TCC) and Texas Transfer Field of Study Curricula (FOSC) are the latest initiatives intended to improve transfer by curricular alignment. Because these are new initiatives the awareness of faculty of these changes is limited. However, 24 of the 37 universities' responses indicate faculty continue to be engaged and interested in the development and application of the core curriculum.

TTAC has responsibility to advise the Commissioner of Higher Education on the Texas Transfer Framework, including the development and revision of the Texas Transfer Field of Study Curricula. The TTAC may also form Discipline-Specific Subcommittees to assist in the development of Texas Transfer Field of Study Curricula. Texas Education Code Section 61.823

authorizes the establishment of this committee, and rules governing this committee can be found under Texas Administrative Code Title 19, Part 1, Chapter 1, Subchapter V.

The committee's goal is to use a data-informed approach to support transfer students, and specifically to maximize transfer students' ability to transfer and apply their courses to a major. TTAC's work will include determining appropriate disciplines for FOSC development and convening Discipline-Specific Subcommittees of faculty experts to develop recommended lower-division curricula for transfer students.

The committee is composed of 24 members, with equal representation from public junior colleges and public universities. A majority of members are faculty who currently teach undergraduate courses and are engaged in transfer policy development. Other members include administrators who understand transcript evaluation and those actively engaged in promoting seamless transfer of students from a public two-year to a four-year institution.

A critical component of the Texas Transfer Framework is the FOSC, which is a set of lower-division courses that transfer and apply to a degree program, as required by state law. Under the new framework, a complete FOSC will consist of the following elements:

- Discipline-relevant Texas Core Curriculum courses
- Up to 12 semester credit hours of Discipline Foundation Courses
- At least 6 semester credit hours of Directed Electives, which will be submitted by the relevant faculty of each public university.

The FOSC courses transfer as a block and are applied to the student's selected major. If a student completes the FOSC, the Texas Core Curriculum, and any college or university courses required of all students regardless of major, then the student is finished with all the lower-division courses.

If a student transfers with an incomplete FOSC, then each completed FOSC course transfers and applies to the degree program, and the institution may require the student to complete additional lower-division courses.

On-going statewide initiatives, such as the *Lower-Division Academic Course Guide Manual* (ACGM), the ACGM Learning Outcomes Project, and the Texas Common Course Numbering System (TCCNS), are intended to help with course alignment.

ACGM. The ACGM has been a publication of the Coordinating Board from the mid-1980s and was originally called the Community College Course Guide Manual. Over the years it has evolved with name changes and to include course descriptions and learning outcomes. In 1996 the TCCNS course numbers appeared in the ACGM. Only courses approved by the Coordinating Board and appearing in the ACGM are active in the TCCNS.

TCCNS. The use of a common course numbering system, the TCCNS, has been operational in Texas since the mid-1990s and mandated in state statute since 2003. All community colleges have adopted the common numbering system as their institutional numbering system for academic courses. Twenty-four (68%) of the 35 public universities offering lower-division courses indicate they use the TCCNS as the institutional numbering system for lower-division courses that have TCCNS equivalents. However, for five of the universities, their catalog did not reflect a change in their numbering system, so it is more likely the respondent did not understand the question and the number of institutions using common course numbers in the catalog remains the same as last year at 19 institutions (54%). The

remaining public universities use a crosswalk matrix to match their institutional course numbers with the TCCNS number. Institutions are required to provide the TCCNS number next to the institutional course prefix and number at the beginning of each course description if the course has a common number equivalent. Public universities also must include in their electronic catalog a list of all common courses offered, along with an explanation of the common course numbering system and its significance.

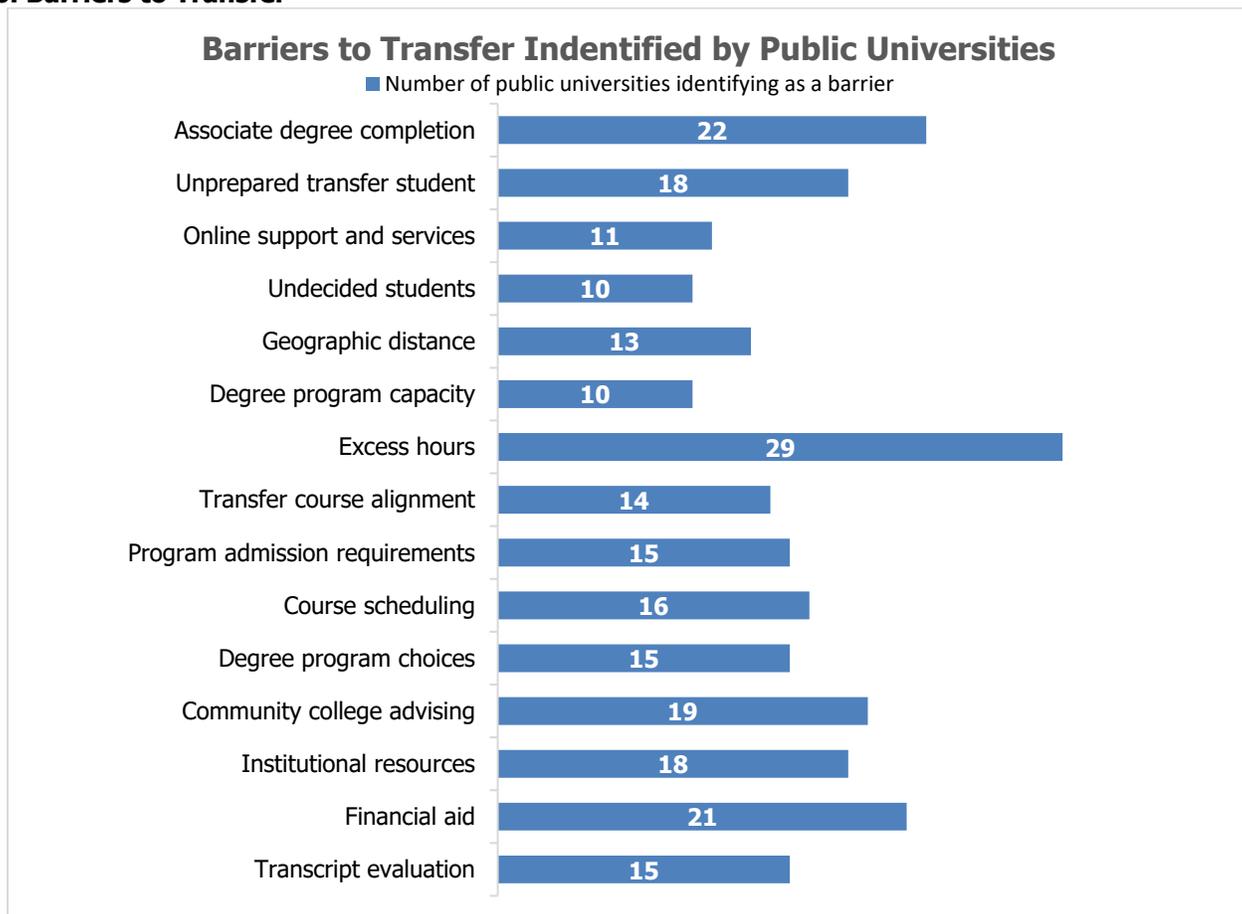
Most institutions comply with THECB rules in identifying common courses in their descriptions. For some public universities that use common numbers for their equivalent courses, the institution does not distinguish between their common courses and their non-common lower-division courses. This lack of distinction may create the impression that a greater number of courses are common than actually are. Additionally, a comprehensive list that would help clarify which courses are actually common is sometimes difficult to locate. The deeper one delves into institutional websites, catalog, and departmental pages, the less frequently information about the TCCNS appears.

Barriers to Transfer

The public universities were asked to rank 15 barriers to transfer identified in previous survey years and to add any others not included in the list. Numerous barriers to transfer exist and, for purposes of the report and survey, can be categorized as: problems associated with advising; financial constraints on institutions for services and on students in paying for their education; and programmatic challenges, such as admissions, capacity, and course scheduling. There were no problems identified that were common to all institutions.

Chart 8 provides the number of institutions that ranked an item as being a problem. Few public universities ranked all the items.

Chart 6. Barriers to Transfer



Not included in the chart but identified as a barrier was the diverse nature of transfer students. Transfer students can be traditionally aged full-time students, veterans, working parents coming back after stopping out, migrating students who bring a mixed bag of courses from a long list of previously attended institutions, online-only students, students from technical non-transfer programs at community colleges, commuting students, and students seeking on-campus housing. Low unemployment with many readily available jobs was also cited as a barrier because potential students are less conscious of the benefits of continuing their education. The impact of COVID-19 on enrollments at community colleges, online instruction delivery, and providing support services during the pandemic were also cited as posing challenges to transfer.

The survey asked institutions about changes they made to overcome the transfer barriers experienced by students. Twenty-four universities indicated they had made changes to smooth transfer. Eleven institutions made changes to their systems or processes to facilitate transfer including better and more recruitment, and improved advising, transcript evaluations, and registration. Two institutions increased their transfer scholarships. Six institutions worked on articulation agreements, and one provided training on FOSC to advisors. Two institutions identified their response to COVID-19 pandemic condition as providing opportunities to serve their students better with online classes, laptops, wi-fi access, and hot spot creation.

Emerging Issues

Eighteen of the 37 universities responding to the survey either did not answer the question or said there were no emerging issues which are perceived as barriers to transfer in the future. Of the remaining institutions the following were cited as potential barriers to transfer in the future:

- Providing better online instruction and addressing the disruptive impact of moving between online to in-person instruction (six institutions)
- Adapting to changing state mandates for core curriculum and field of study (four institutions)
- Continuing financial hardships for transfer students
- Maintaining partnerships to address excess hours taken at the community colleges, curriculum misalignment, and dual credit proliferation
- Competing bachelor's degree programs at community colleges

Analysis and Observations – Application/Enrollment and Performance Data

Applications, Acceptances, and Enrollments

There are differences among the institutions in the proportion of the student population made up of new freshmen, continuing students, new community college transfer students, transfer students from other universities, and graduate students. These differences are attributable to many factors including, but not limited to, location, population growth and migration patterns, longevity of existence as a standalone institution, historical mission of the institution, changes in degree programs, financial resources, and leadership.

In this report, applications for undergraduate university admission are limited to two groups: FTU and transfer students who are transferring from a Texas public community college to a Texas public university. The report looks at fall 2020. Universities processed more applications for FTU (179,944) than community college transfer students (31,282) in fall 2020.

Many more students apply, are accepted, and start at universities as first-time undergraduates than community college transfer students. However, the yield or percentage of accepted community college transfer students who enroll is greater.

The two groups behave differently. The data show that the number of applicants and the number of acceptances for FTUs is much higher than for community college transfer students; however, a higher percentage of accepted transfer students enroll. The percentage of community college transfer students that were accepted and enrolled was greater, at 76%, compared with 54% for new freshmen at universities. This pattern exists in data for all previous years of the study and may mean that transfer students are more certain than FTUs of their choice of institutions from which they wish to graduate with a bachelor's degree.

Table 1 shows some institutions distinguish themselves within their peer group as a top destination for community college transfer students:

- The University of Houston (UH) enrolled 1,961 community college transfer students, the most for the Emerging Research institutions and for any institution statewide.
- TAMU, as one of the two Research institutions, enrolled 1,321 students, more than three times that of UT-Austin, which enrolled 406 community college transfer students. While many institutions had decreases in enrollment, both Research institutions experienced an increase in the enrollment of new transfer students.
- Sam Houston State University (Sam Houston) enrolled 1,037 transfer students, the most for the Doctoral institutions.
- Tarleton State University enrolled the most transfer students for Comprehensive Institutions, with 618 students.
- University of Houston-Downtown (UH-Downtown) enrolled the most transfers for Master's institutions, with 850 students.

Table 1. Fall 2020 FTU and Community College Transfer Applicants, Acceptances, and Enrollments

Institution	FTU Apply	FTU Accept	FTU % of Apply	FTU Enroll	FTU % of Accept	Transfers Apply	Transfers Accept	Transfers % of Apply	Transfers Enroll	Transfers % of Accept
Angelo	3,183	2,445	76.8%	940	38.4%	223	205	91.9%	141	68.8%
Midwestern	3,812	2,739	71.9%	748	27.3%	341	280	82.1%	192	68.6%
Sul Ross	987	800	81.1%	202	25.3%	60	53	88.3%	34	64.2%
Sul Ross-Rio Grande	*	*	*	*	*	125	123	98.4%	87	70.7%
TAMU-Galveston	811	782	96.4%	348	44.5%	51	51	100.0%	42	82.4%
TAMU-Central Tx	55	47	85.5%	36	76.6%	241	183	75.9%	142	77.6%
TAMU-San Antonio	5,906	4,707	79.7%	607	12.9%	713	619	86.8%	446	72.1%
TAMU-Texarkana	2,091	1,653	79.1%	244	14.8%	148	138	93.2%	102	73.9%
UT-Tyler	3,213	2,939	91.5%	1,031	35.1%	754	747	99.1%	476	63.7%
UT-Permian	1,318	1,166	88.5%	520	44.6%	300	290	96.7%	187	64.5%
UH-Clear Lake	1,622	1,308	80.6%	361	27.6%	861	828	96.2%	602	72.7%
UH-Downtown	5,810	5,384	92.7%	1,463	27.2%	1,234	1,212	98.2%	850	70.1%
UH-Victoria	2,553	2,269	88.9%	261	11.5%	430	424	98.6%	254	59.9%
UNT-Dallas	2,261	2,134	94.4%	324	15.2%	375	350	93.3%	235	67.1%
Master's Institution	33,622	28,373	84.4%	7,085	25.0%	5,856	5,503	94.0%	3,790	68.9%
Lamar	7,207	5,956	82.6%	1,418	23.8%	454	412	90.7%	233	56.6%
Prairie View	6,888	5,141	74.6%	1,572	30.6%	365	311	85.2%	147	47.3%
SFA	9,178	7,715	84.1%	1,698	22.0%	692	678	98.0%	436	64.3%
Tarleton	7,484	5,665	75.7%	2,203	38.9%	966	880	91.1%	618	70.2%
TAMI	4,990	3,923	78.6%	1,238	31.6%	431	407	94.4%	314	77.1%
WTAMU	4,008	3,389	84.6%	1,113	32.8%	527	496	94.1%	373	75.2%
Comprehensive	39,755	31,789	80.0%	9,242	29.1%	3,435	3,184	92.7%	2,121	66.6%
UTRGV	12,699	10,306	81.2%	5,284	51.3%	1,599	1,530	95.7%	932	60.9%
Sam Houston	11,807	10,926	92.5%	2,803	25.7%	1,842	1,767	95.9%	1,037	58.7%
TAMU-Commerce	4,657	2,748	59.0%	676	24.6%	646	582	90.1%	383	65.8%
TAMU-CC	8,257	7,435	90.0%	1,543	20.8%	433	389	89.8%	229	58.9%
TAMU-Kingsville	6,189	5,106	82.5%	1,038	20.3%	285	261	91.6%	183	70.1%
Tx Southern	5,336	3,551	66.5%	628	17.7%	235	194	82.6%	100	51.5%
TWU	6,359	5,885	92.5%	1,101	18.7%	1,075	1,075	100.0%	470	43.7%
Doctoral Institution	55,304	45,957	83.1%	13,073	28.4%	6,115	5,798	94.8%	3,334	57.5%
TxStU	26,408	22,666	85.8%	5,710	25.2%	2,475	2,270	91.7%	1,428	62.9%
TTU	27,877	17,140	61.5%	5,994	35.0%	2,041	1,639	80.3%	1,198	73.1%
UT-Arlington	12,995	11,373	87.5%	3,703	32.6%	2,964	2,778	93.7%	1,644	59.2%
UT-Dallas	13,553	10,691	78.9%	3,239	30.3%	1,568	1,419	90.5%	971	68.4%
UT-El Paso	12,622	12,621	100.0%	3,104	24.6%	974	944	96.9%	689	73.0%
UT-San Antonio	20,994	17,526	83.5%	5,197	29.7%	2,073	1,941	93.6%	1,385	71.4%
UH	25,330	16,041	63.3%	5,022	31.3%	3,231	2,889	89.4%	1,961	67.9%
UNT	17,649	16,087	91.1%	4,793	29.8%	2,659	2,587	97.3%	1,780	68.8%
Emerging Research	157,428	124,145	78.9%	36,762	29.6%	17,985	16,467	91.6%	11,056	67.1%
TAMU	35,871	22,610	63.0%	10,169	45.0%	2,314	1,524	65.9%	1,321	86.7%
UT-Austin	33,487	14,838	44.3%	7,603	51.2%	1,415	516	36.5%	406	78.7%
Research Institution	69,358	37,448	54.0%	17,772	47.5%	3,729	2,040	54.7%	1,727	84.7%
Statewide Summary	179,944	155,096	86.2%	84,015	54.2%	31,282	28,854	92.2%	22,022	76.3%

Source: CBM001 & CBM00B.

Note: FTU applicants are students who applied on CBM00B with no previous college work, seeking a bachelor's or an associate degree. These results matched to CBM001 for those coded as first-time undergraduates. Transfer applicants are students who applied as transfer on CBM00B, seeking a bachelor or associate degree. These results were matched back six years to CBM001 to make sure students were FTUs at a two-year institution and not a university. These results matched to CBM001 for same fall year as application year to see if student enrolled.

Completion Rates

In the cohort study of the report which follows 2016 Junior students for four years, the completion rates of institutions are one measure of performance and success. For the study, completion rates are determined as a percentage of the fall 2016 cohort group of S&S and community college transfers who are classified by their institutions as juniors and who graduate within the subsequent four years.

$$\text{Completion Rate for S\&S Students} = \frac{\text{Junior S\&S Students in cohort and graduate in four years}}{\text{Total S\&S Students in cohort}}$$

$$\text{Completion Rate for CC Transfer Students} = \frac{\text{Junior CC Transfer Students in cohort who graduate in four years}}{\text{Total CC Transfer Students in cohort}}$$

There were 51,756 S&S students and 17,055 community college transfer students classified as juniors in fall 2016 and included in the cohort. Statewide, the completion rate for S&S students in this cohort was 86%, with 44,401 S&S students graduating, and the completion rate for transfer students in the cohort was 67%, with 11,429 transfer students graduating within four years of transferring and classified as juniors.

The overall statewide performance of S&S students included in the 2016 cohort group of juniors continued the slight upward trend for completion rates over the past three years. The performance of transfer students in the latest cohort demonstrated the same completion rate as the previous year while the S&S student completion rate increased one percentage point. However, as Table 2 indicates, there has been little change in the completion for either S&S or community college transfer students in the cohorts. While 83 to 86% of S&S students graduated in four years, only 64 to 69% of transfer students did.

Table 2. Completion Rates for Junior Cohorts 2005-2016

Cohort Year	Total S&S	Total S&S Graduates	Percent Graduating in 4 years	Total Junior CC Transfers	Total Junior CC Transfer Graduates	Percent Graduating in 4 years	Difference Percentage Graduating in 4 years
Fall 2016	51,756	44,401	86%	17,055	11,429	67%	19%
Fall 2015	48,804	41,645	85%	16,270	10,858	67%	18%
Fall 2014	46,586	39,300	84%	15,669	10,207	65%	19%
Fall 2013	44,790	37,743	84%	15,067	9,929	66%	18%
Fall 2012	42,884	35,956	84%	15,150	9,672	64%	20%
Fall 2011	41,185	34,341	83%	14,069	9,076	65%	18%
Fall 2010	40,042	33,593	84%	13,824	9,121	66%	18%
Fall 2009	39,987	33,566	84%	12,462	8,277	66%	18%
Fall 2008	39,394	33,157	84%	11,569	7,930	69%	16%
Fall 2007	38,720	32,461	84%	11,517	7,875	68%	15%
Fall 2006	38,355	31,898	83%	11,951	7,991	67%	16%
Fall 2005	37,695	31,153	83%	11,486	7,709	67%	16%
Average			84%			66%	18%

Source: Coordinating Board CBM009

Table 3 shows the number of students and completion rates by institution and by peer groups for the student groups (S&S and community college transfers) included in the Fall 2016 cohort. The range for the completion rates for S&S students in the Fall 2016 cohort is from 65% to 94%. The range for the completion rates for community college transfers is 51% to 89%.

Table 3. Junior Fall 2016 Cohort Completion Rate within Four Years after Junior Status

Institution and Peer Group	S&S Juniors Total	S&S Junior Graduates	% S&S Juniors Graduating in 4 years	CC Transfer Juniors Total	CC Transfer Junior Graduates	% Transfer Juniors Graduating in 4 years
Angelo	675	575	85%	22	13	59%
Midwestern	439	381	87%	143	94	66%
Sul Ross	128	99	77%	16	13	81%
Sul Ross-Rio Grande	*	*	*	*	*	*
TAMU-Galveston	235	209	89%	29	24	83%
TAMU-Central Tx				180	108	60%
TAMU-San Antonio				601	415	69%
TAMU-TeXarkana	77	59	77%	128	88	69%
UT-Tyler	386	333	86%	347	235	68%
UT-Permian	233	179	77%	150	104	69%
UH-Clear Lake	78	67	86%	613	391	64%
UH-Downtown	538	385	72%	945	556	59%
UH-Victoria	89	63	71%	194	118	61%
UNT-Dallas	43	34	79%	249	143	57%
Master's Institutions	2,922	2,384	82%	3,725	2,357	63%
Lamar	778	598	77%	165	110	67%
Prairie View	821	632	77%	59	32	54%
SFA	1,393	1,215	87%	265	199	75%
Tarleton	1,160	993	86%	620	444	72%
TAMI	664	543	82%	217	156	72%
WTAMU	734	615	84%	319	197	62%
Comprehensive Institutions	5,550	4,596	83%	1,645	1,138	69%
Sam Houston	1,707	1,464	86%	756	551	73%
TAMU-Commerce	561	457	81%	439	277	63%
TAMU-CC	991	828	84%	269	178	66%
TAMU-Kingsville	689	532	77%	148	98	66%
Tx Southern	441	285	65%	70	36	51%
TWU	740	605	82%	509	354	70%
UT-Pan American	2,399	1,705	71%	533	338	63%
Doctoral Institutions	7,528	5,876	78%	2,724	1,832	67%
TxStU	3,686	3,093	84%	901	640	71%
TTU	3,673	3,249	88%	700	544	78%
UT-Arlington	1,719	1,478	86%	1,269	736	58%
UT-Dallas	2,031	1,834	90%	987	700	71%
UT-El Paso	1,872	1,387	74%	631	351	56%
UT-San Antonio	2,590	2,211	85%	866	630	73%
UH	3,034	2,534	84%	1,398	839	60%
UNT	2,938	2,465	84%	1,264	838	66%
Emerging Research	21,543	18,251	85%	8,016	5,278	66%
TAMU	7,948	7,475	94%	674	600	89%
UT-Austin	6,265	5,819	93%	271	224	83%
Research Institutions	14,213	13,294	94%	945	824	87%
Statewide Summary	51,756	44,401	86%	17,055	11,429	67%

Source: THECB CBM009

Time to Degree

Time to degree is another measure of performance used in the cohort study. Time to degree considers the number of years, the number of semester credit hours (SCH) attempted, and the number of semesters students take to complete their degrees. Within the junior fall 2016 cohort, time to degree is compared for S&S student and transfer students.

Historically transfer students in the annual cohort study of juniors take about 7.5 years to graduate and start and stay students had time to degree of 5.4 years.

As Table 4 shows, previous transfer student groups that were part of the cohorts had time to degree measures that clustered at 7.5 years, and S&S students had time to degree that clustered at 5.4 years. When measured by SCH, S&S students attempted 137, on average, and transfer students attempted an additional 5.6 SCH to acquire 142.6 at graduation. Transfer students

also enrolled in one additional semester. S&S students appear more likely to be continuously enrolled. The “stop outs” that transfer students are more likely to take may result in inefficiencies, including degree requirements that changed during their absence and repeating courses as refreshers. Whatever the cause, the result is that transfer students extended their time to degree by approximately two years.

Table 4. Statewide Summary Time to Degree, Fall 2005-2016 Junior Cohorts

Cohort Year	Total S&S Junior Graduates	S&S Juniors Average Time to Degree in Years	S&S Juniors Average Number of SCH Attempted	S&S Juniors Average Number of Semesters	Total Transfer Junior Graduates	Transfer Juniors Average Time to Degree in Years	Transfer Juniors Average Number of SCH Attempted	Transfer Juniors Average Number of Semesters
2016	44,401	5.3	131.0	9.9	11,429	7.5	138.2	11.2
2015	41,645	5.4	132.0	10.0	10,858	7.4	139.1	11.3
2014	39,300	5.5	132.6	10.1	10,207	7.5	139.4	11.4
2013	37,743	5.5	133.5	10.1	9,929	7.6	140.3	11.3
2012	35,956	5.5	134.8	10.1	9,672	7.6	142	11.4
2011	34,341	5.4	136.4	10.1	9,087	7.6	142.9	11.3
2010	33,593	5.4	137.5	10.1	9,121	7.7	143.9	11.4
2009	33,565	5.4	138.4	10	8,277	7.7	144	11.3
2008	33,157	5.4	139.1	10	7,930	7.5	145	11.3
2007	32,461	5.4	142.3	9.9	7,875	7.4	144.2	11.2
2006	31,898	5.4	142.9	9.9	7,991	7.4	145.9	11.3
2005	31,153	5.4	143.6	10	7,709	7.3	146.3	11.2

Source: THECB, CBM001 CBM009

Table 5 presents the differences in time expended in years, SCH attempted, and the number of semesters enrolled by S&S and community college transfer students by institution. The difference in SCH attempted varied widely from institution to institution, with several institutions graduating, on average, their community college transfer students with fewer hours attempted than their S&S students. All universities had an average time to degree in years for their transfer students that was higher than that of their S&S students.

Table 5. Average Time to Degree in Years, SCH Attempted, and Semesters for Fall 2016 Junior Cohort

Institutions and Peer Groups	S&S Juniors Average Time to Degree	S&S Juniors Average No. of SCH Attempted	S&S Juniors Average No. of Semesters	CC Transfer Juniors Average Time to Degree	CC Transfer Juniors Average No. of SCH Attempted	CC Transfer Juniors Average No. of Semesters	Δ Time to Degree Between Transfer and S&S Juniors	Δ No. of SCH Attempted Between Transfer and S&S Juniors	Δ No. of Semesters Between Transfer and S&S Juniors
Angelo	5.6	131.2	10.4	9.6	131.5	10.3	4.0	0.2	-0.1
Midwestern	5.4	135.6	10.2	8.4	140.4	11.3	3.0	4.8	1.2
Sul Ross	5.2	130.0	9.6	7.1	135.5	11.3	1.8	5.4	1.7
Sul Ross-Rio Grande				8.0	127.8	11.4			
TAMU-Galveston	5.1	135.6	9.8	7.1	159.0	12.2	1.9	23.4	2.4
TAMU-Central Tx				8.0	132.4	11.1			
TAMU-San Antonio				9.3	140.9	12.2			
TAMU-TeXarkana	5.9	126.6	10.9	8.1	125.9	10.8	2.2	-0.6	-0.1
UT-Tyler	5.5	125.3	10.1	6.9	133.7	10.6	1.4	8.4	0.5
UT-Permian	5.9	132.8	11.0	9.1	135.9	11.0	3.3	3.1	0.0
UH-Clear Lake	5.6	114.9	10.4	8.4	140.1	12.0	2.8	25.2	1.6
UH-Downtown	6.1	141.5	11.2	8.3	139.0	12.0	2.2	-2.5	0.7
UH-Victoria	5.7	133.1	10.6	9.3	140.5	11.9	3.6	7.4	1.4
UNT-Dallas	5.4	119.2	9.6	7.8	135.7	11.5	2.5	16.5	2.0
Master's	5.6	132.5	10.4	8.4	137.9	11.7	2.8	5.4	1.2
Lamar	6.0	138.0	11.2	9.3	133.2	10.8	3.3	-4.9	-0.4
Prairie View	5.3	149.4	10.0	6.9	147.2	11.4	1.6	-2.2	1.5
SFA	5.3	129.2	9.9	7.1	139.2	11.1	1.8	10.0	1.2
Tarleton	5.5	132.4	10.3	8.3	132.7	11.1	2.9	0.3	0.8
TAMI	5.8	132.3	10.8	6.9	138.1	11.3	1.1	5.8	0.5
WTAMU	5.6	122.7	10.4	7.9	124.2	11.0	2.3	1.6	0.6
Comprehensive	5.5	133.3	10.3	7.9	133.6	11.1	2.4	0.2	0.7
Sam Houston	5.3	131.8	9.9	7.3	141.3	11.5	2.0	9.5	1.6
TAMU-Commerce	5.4	133.9	10.1	7.6	135.9	11.0	2.2	2.0	0.9
TAMU-CC	5.7	136.5	10.6	8.4	138.6	11.2	2.7	2.1	0.6
TAMU-Kingsville	5.7	138.9	10.7	8.4	145.4	11.6	2.7	6.6	0.9
Tx Southern	5.5	145.0	10.0	8.6	137.9	10.5	3.0	-7.1	0.5
TWU	5.4	136.0	10.0	7.8	136.4	11.1	2.4	0.3	1.1
UTRGV	6.0	138.0	11.0	7.8	142.4	12.0	1.8	4.4	1.0
Doctoral	5.6	136.1	10.4	7.7	139.6	11.4	2.1	3.5	1.0
TxStU	5.4	128.6	10.1	7.4	140.6	11.8	1.9	12.0	1.7
TTU	5.4	135.3	10.1	6.6	141.8	10.7	1.2	6.4	0.7
UT-Arlington	5.4	134.4	10.1	7.5	136.7	11.2	2.1	2.3	1.2
UT-Dallas	4.9	130.4	9.0	7.1	143.5	11.2	2.2	13.1	2.2
UT-El Paso	5.8	138.9	10.9	7.4	138.2	11.7	1.6	-0.7	0.8
UT-San Antonio	5.6	131.2	10.3	7.2	137.1	11.1	1.7	5.9	0.8
UH	5.2	134.5	9.7	6.6	139.9	11.3	1.5	5.4	1.5
UNT	5.2	130.0	9.6	7.0	134.0	10.7	1.8	3.9	1.0
Emerging Research	5.3	132.5	10.0	7.1	138.8	11.2	1.7	6.3	1.2
TAMU	5.2	129.2	9.8	6.0	138.6	10.6	0.8	9.3	0.8
UT-Austin	4.9	121.0	9.0	6.1	135.5	10.2	1.2	14.5	1.2
Research	5.1	125.6	9.4	6.1	137.7	10.5	1.0	12.1	1.0
Statewide Summary	5.3	131.0	9.9	7.5	138.2	11.2	2.1	7.1	1.3

Source: THECB, CBM001 CBM009. Note: Δ means difference.

Conclusions

Universities use many different programs and strategies to attract, advise, and graduate students including customized efforts for community college students. Statewide the THECB has launched initiatives to clarify and facilitate the transfer process. Even so, community college transfer students graduate with bachelor's degrees at a lower rate and take longer to do so than students who start and graduate from the same university. This difference between transfers and start and stay students has been confirmed each year of the study of the junior cohort selected from reported data.

Improving completion rates and reducing the difference in time to degree between S&S students and community college transfer students needs to be addressed through the combined efforts of both Texas public universities and community colleges. Texas public community colleges, universities, and students are engaged and participating in transfer processes differently with the passage of Senate Bill 25 (SB 25) by the 86th Texas Legislature. The 2019 omnibus transfer legislation included many changes to improve transfer, including:

- earlier degree planning,
- greater awareness of applicability of specific courses,
- clarification of degree requirements and the sequence of courses to complete a degree,
- better and more easily exchanged student information,
- expanded funding for dual credit courses, and
- another look at the core curriculum

Much has already been accomplished in meeting the mandates of SB 25. The introduction of the Texas Transfer Framework and the inaugural meeting of the new Texas Transfer Advisory Committee signal even more accomplishments and improvements to come.

Collaboration and commitment among institutions, and clarity in messages to students about degree completion are key elements to improve transfer moving forward.

Recommendations:

The THECB should continue to work closely with universities and community colleges to fully implement all requirements of Senate Bill 25 (86th Texas Legislature) and to develop transparent, student-centered academic pathways through the new Texas Transfer Framework.

While many aspects of SB 25 have been implemented, over the next 12 months, the THECB should work to ensure that the requirement for each institution of higher education to develop at least one recommended course sequence for each undergraduate certificate or degree program is fully implemented.

Given the importance of the new Texas Transfer Framework, the THECB should work diligently to revise the existing Field of Study Curricula (FOSC) into the new Texas Transfer Framework, with a goal of revising no fewer than 10 FOSC over the next 12-month period.

Institutions, both universities and community colleges, should commit to implementing requirements of SB 25 and the Texas Transfer Framework, including increasing awareness of

these new transfer requirements with student, faculty, and staff and encouraging positive participation in these statewide transfer initiatives.

Appendices

(Available at: <https://reportcenter.highered.texas.gov/cctransferreportfall2021appendices>)

Appendix A: Institutional Profiles

Appendix B: The General Appropriations Act, Senate Bill 1, Article III-274,
Section 47, 87th Texas Legislature Regular Session

Appendix C: Transfer Survey Instrument 2021

Appendix D: Institutional Survey Responses



This document is available on the Texas Higher Education Coordinating Board website:
<http://highered.texas.gov>.

For more information contact:

Rebecca Leslie
Academic and Health Affairs
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
rebecca.leslie@highered.texas.gov